



# Culturally Responsive Teaching for Gifted Students

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**Link to presentation: <http://bit.ly/CRTforGifted>**

# Session Goals

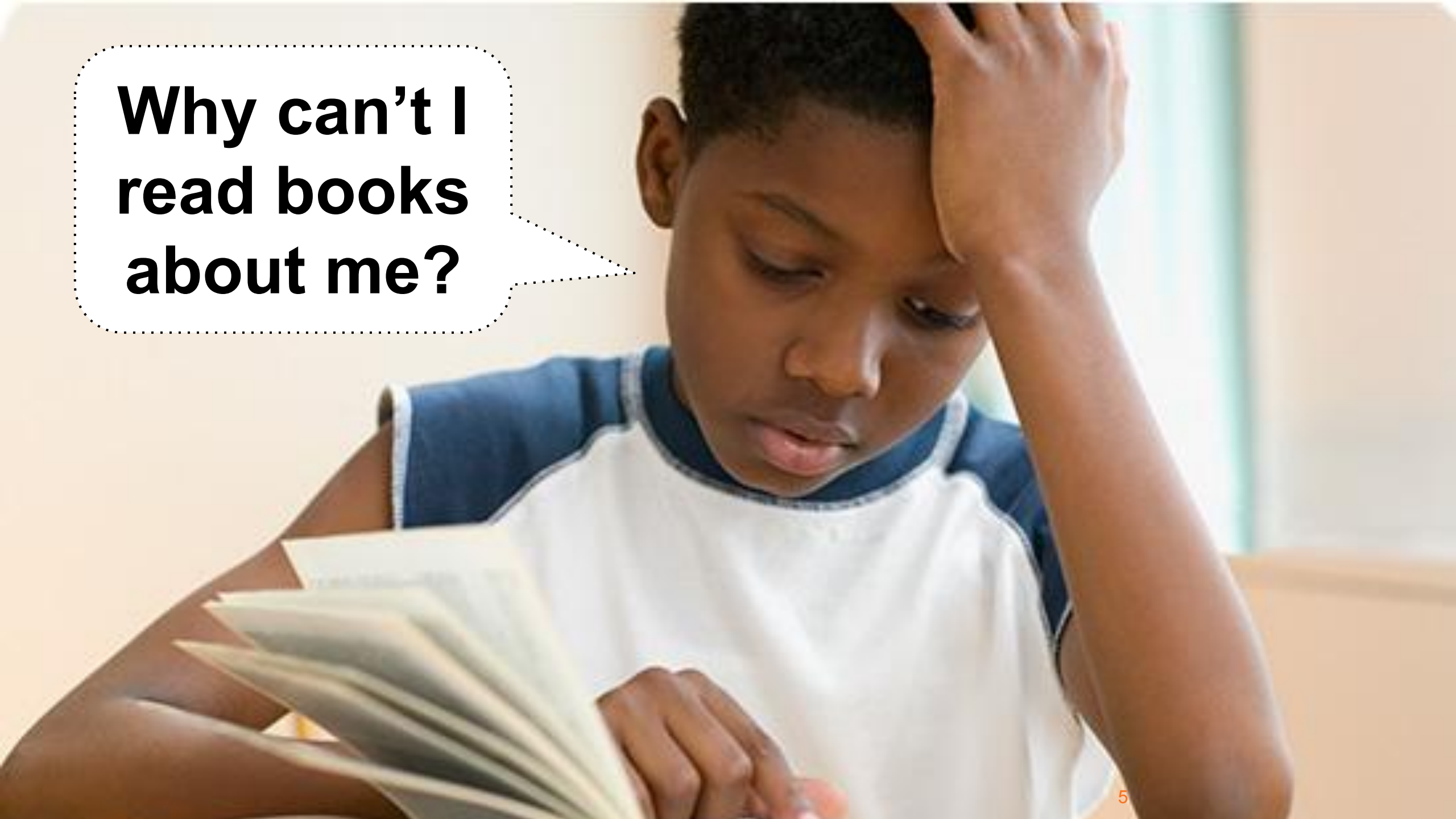
- Why is Culturally Responsive Teaching essential for Gifted & Talented students?
- Culturally Responsive Gifted Education
- Giftedness through a cultural lens

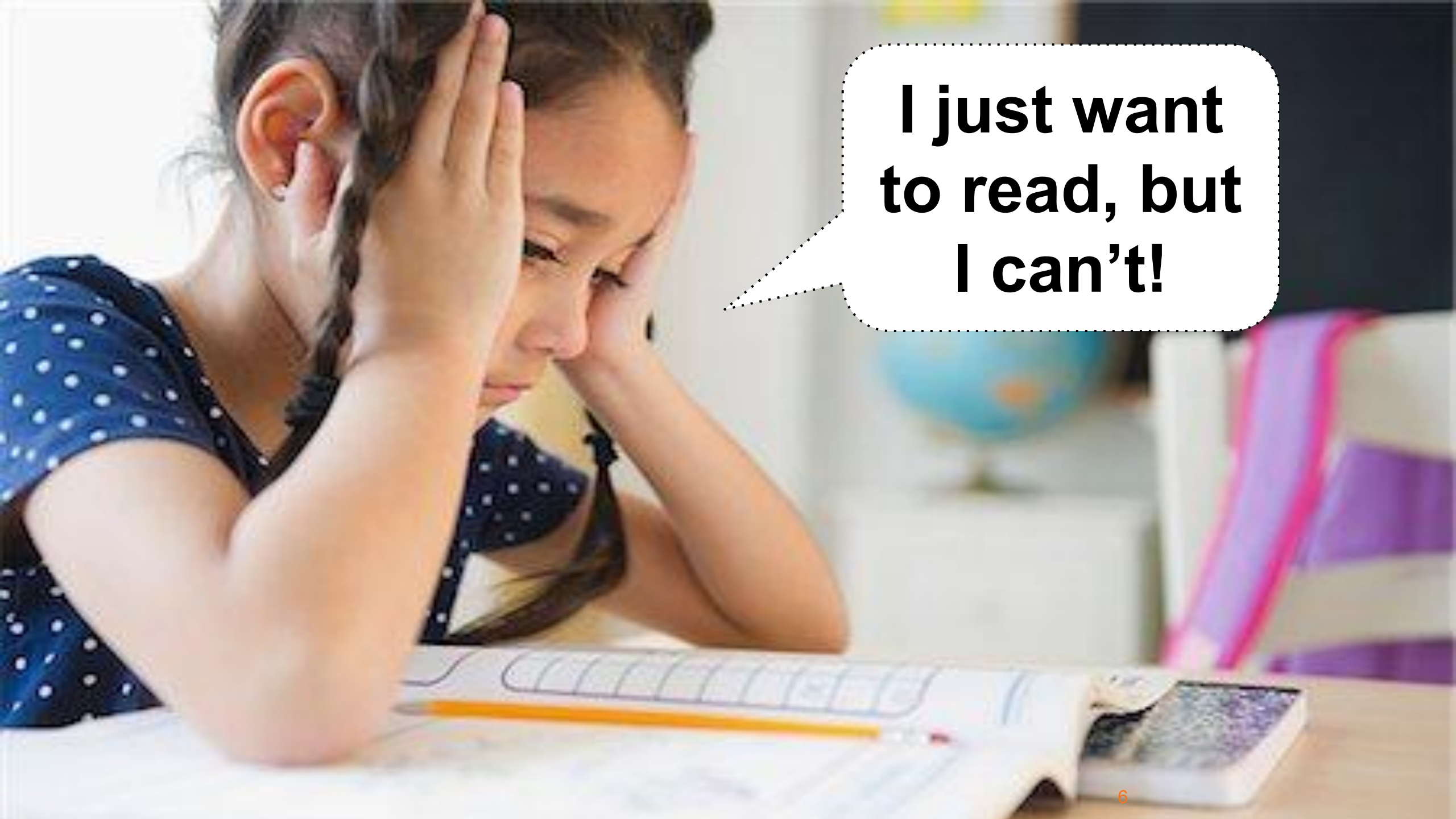
Early scholarship on giftedness all but **ignored cultural variables**, thus many students of color were (and still are) significantly underrepresented in gifted education.

*Ford, Wright, Grantham, & Moore*



**Why can't I  
read books  
about me?**



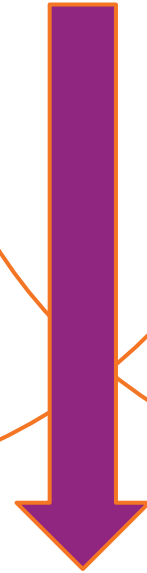


**I just want  
to read, but  
I can't!**



**Culturally  
Responsive  
Education**

**Gifted  
Education**



**Needs & Development**  
**Cognitive, Academic, Creative, Social-Emotional**

Equity means fairness - being responsive to student's **needs** and **differences**



Equity means fairness - being responsive to student's needs and differences

Students are entitled to learning experiences that meet their **cognitive**, **academic**, and **creative needs**.

Equity means fairness - being responsive to student's needs and differences

Students are entitled to learning experiences that meet their cognitive, academic, and creative needs.


Education is **ineffective** when it is colorblind.





**Gifted education should support rigor and relevance for the focus of their population**






**Gifted education should support rigor and relevance for the focus of their population.**

**They are students with gifts and talents AND students of color whose culture matters.**





**Gifted education should support rigor and relevance for the focus of their population.**

**They are students with gifts and talents AND students of color whose culture matters.**

**This is not either/or;  
it is both/and.**



We must find the complementary and intersectional nature of gifted education **AND** culturally responsive education in terms of supporting students who are gifted **AND** racially and culturally different.

# Culturally Responsive Classrooms

1. Philosophy
2. Learning Environment
3. Curriculum
4. Instruction
5. Assessment

# Philosophy

- Am I happy to work with students who are different from me culturally?
- How do I make sure to hold **high expectations** for all students, regardless of backgrounds and differences?
- What do I need to change to be **effective** with my students?



# Learning Environment

- Are visual displays modern and representative of all cultural groups in the classroom?
- Do all students feel a sense of belonging, **appreciation**, and **support** ?
- Where are culturally diverse students seated in relation to the teacher and other students?



# Curriculum

- Have multiple viewpoints been shared and discussed?
- How have teachers tried to ensure that all students are interested, **engaged**, and motivated by what is taught?
- Is the curriculum rigorous? Does it challenge students and promote **critical thinking** and problem-solving skills for all students?

# Strategies for developing CR curriculum

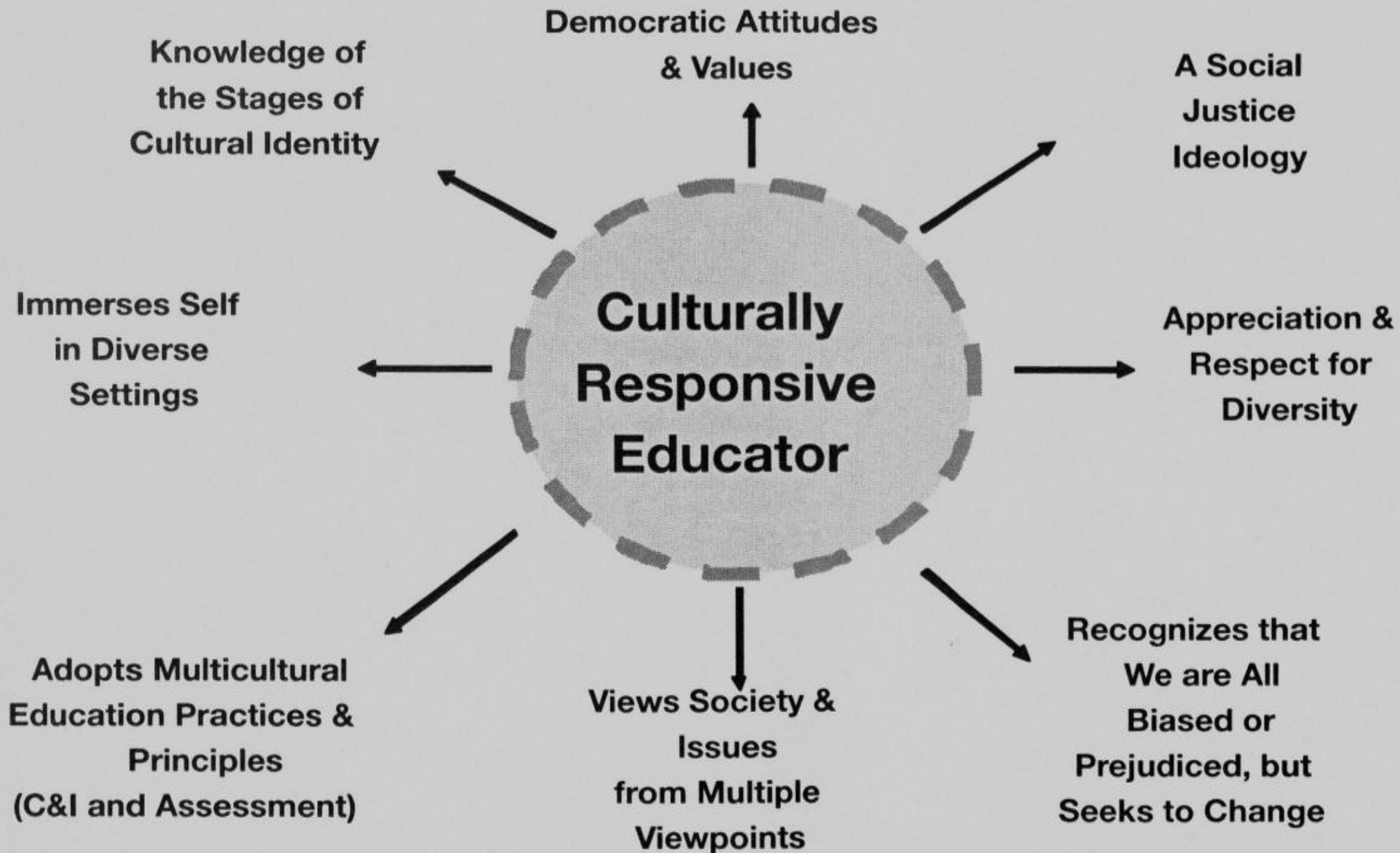
1. Define learning goals
2. Question traditional concepts & use transformational approaches
3. Understand student diversity and differences, and adopt student-centered approaches
4. Select materials and activities
5. Evaluate effectiveness

# Instruction

- Do I acknowledge student's heritage as content worthy to be taught?
- How have I created a bridge of **relevance** between home, community, and school experiences?
- Do I use a range of instructional strategies that are connected to **different learning styles** & needs?

# Assessment

- Are the measures **valid** and **reliable** for the specific culturally different group?
- In what ways can teachers **decrease bias** in the measures that they must use or adopt?
- Have all students had opportunities to be evaluated in ways that are **compatible** with how they learn?





Ignoring, discounting, and misunderstanding students' culture contributes to problems with **recruiting** and **retaining** gifted students of color.

*Ford, D.Y.*

# Best Case Scenario

1. In most districts, screening for and access to gifted education begins with referrals from educators.

# Harsh Reality

1. Referrals are based on perspectives of gifted that are grounded in generic characteristics.

# Best Case Scenario

2. The next step in the process is testing, followed by placement and services.

# Best Case Scenario

2.

**Educators disproportionately focus on gifted characteristics without considering cultural variables.**



# Oklahoma Gifted Statistics 2018-19

**Total Gifted Students**

**95,045**

# Oklahoma Gifted Statistics 2018-19

**Total Gifted Students**

**95,045**

Hispanic/Latino

American Indian

Asian

African American

Native Hawaiian

White

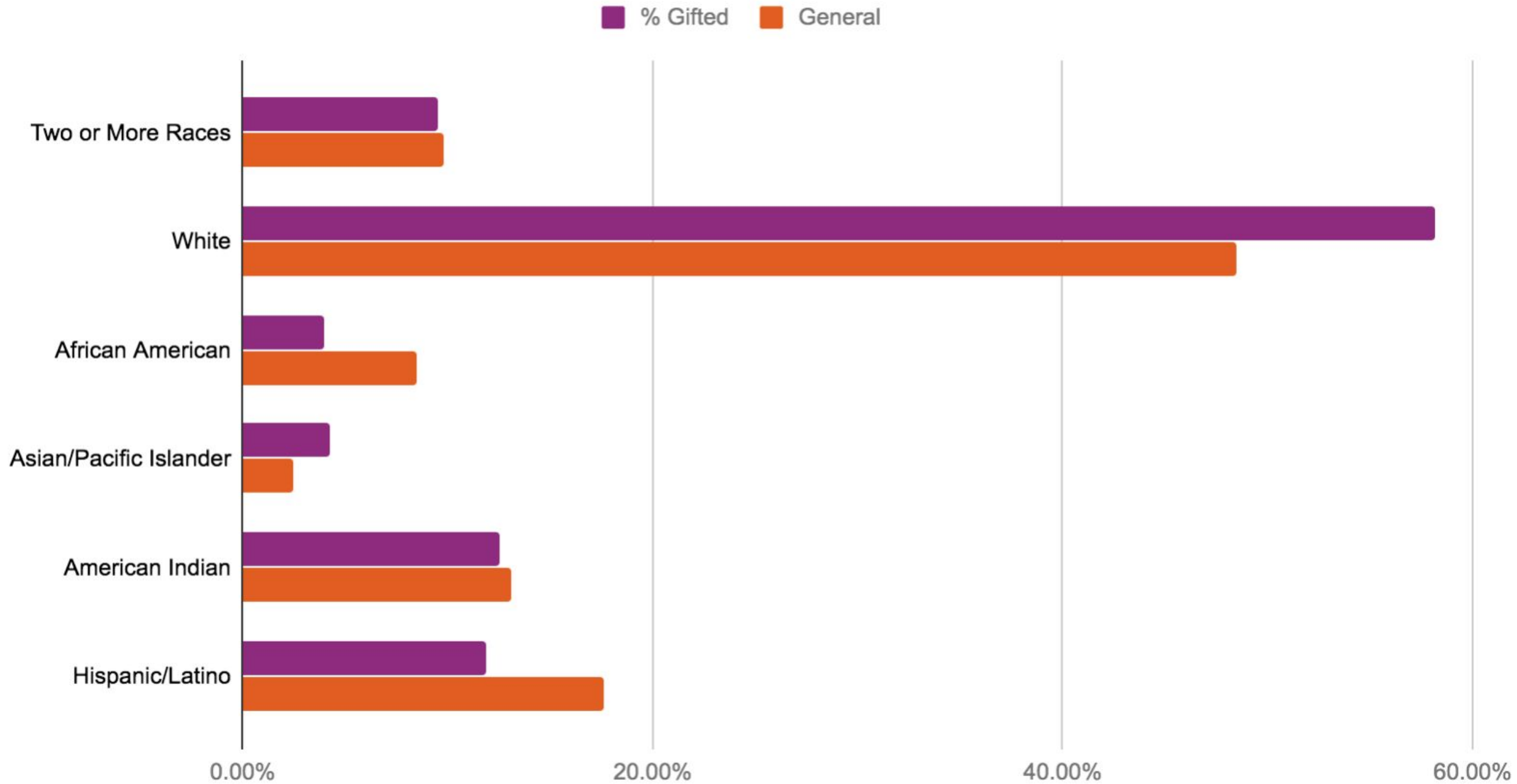
Two or More Races

# Oklahoma Gifted Statistics 2018-19

<b>Total Gifted Students</b>	<b>95,045</b>
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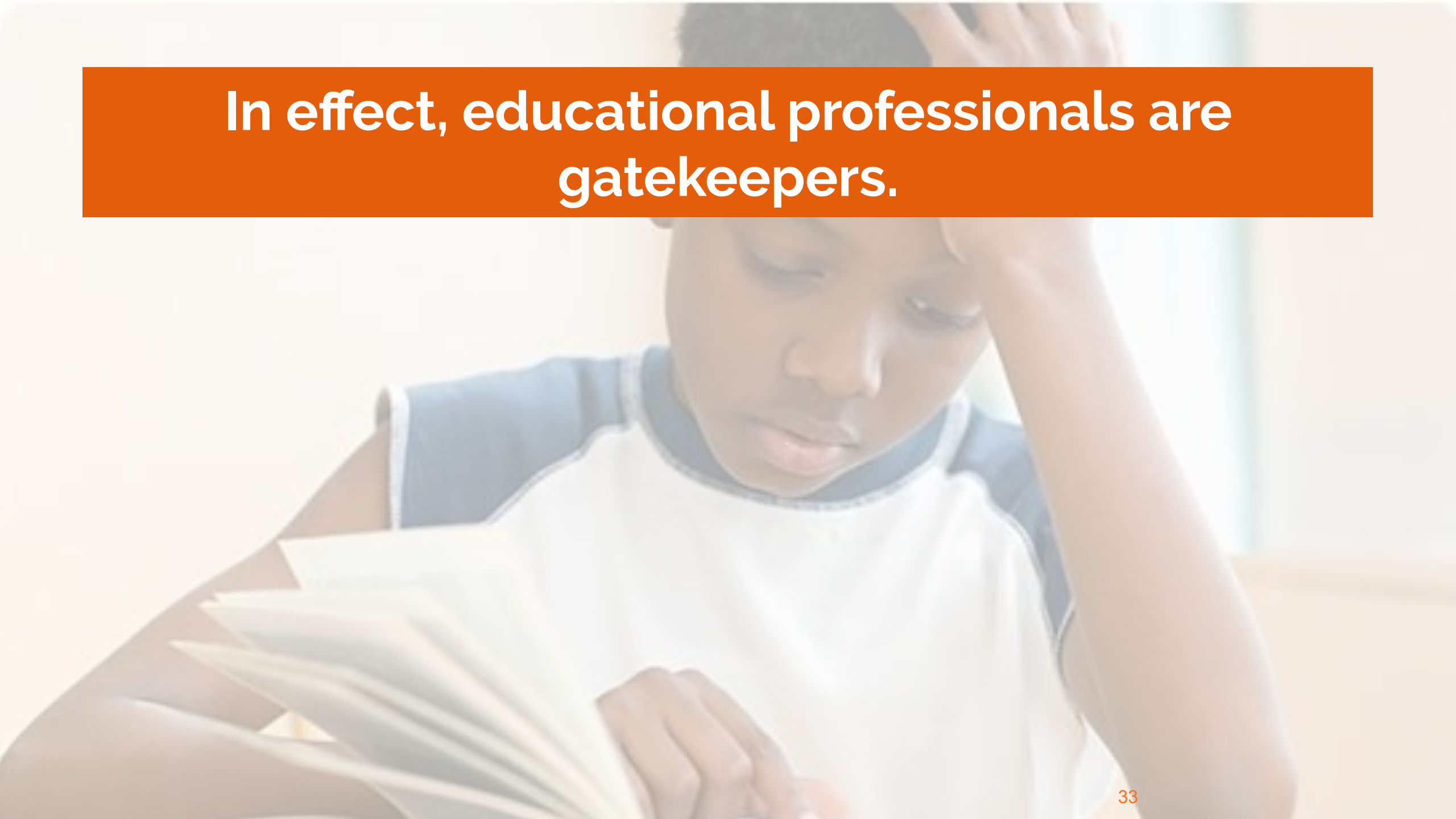
Hispanic/Latino	11,296
American Indian	11,886
Asian	3,568
African American	3,822
Native Hawaiian	184
White	55,245
Two or More Races	9,044

# Gifted Population vs. General Population





**In effect, educational professionals are gatekeepers.**

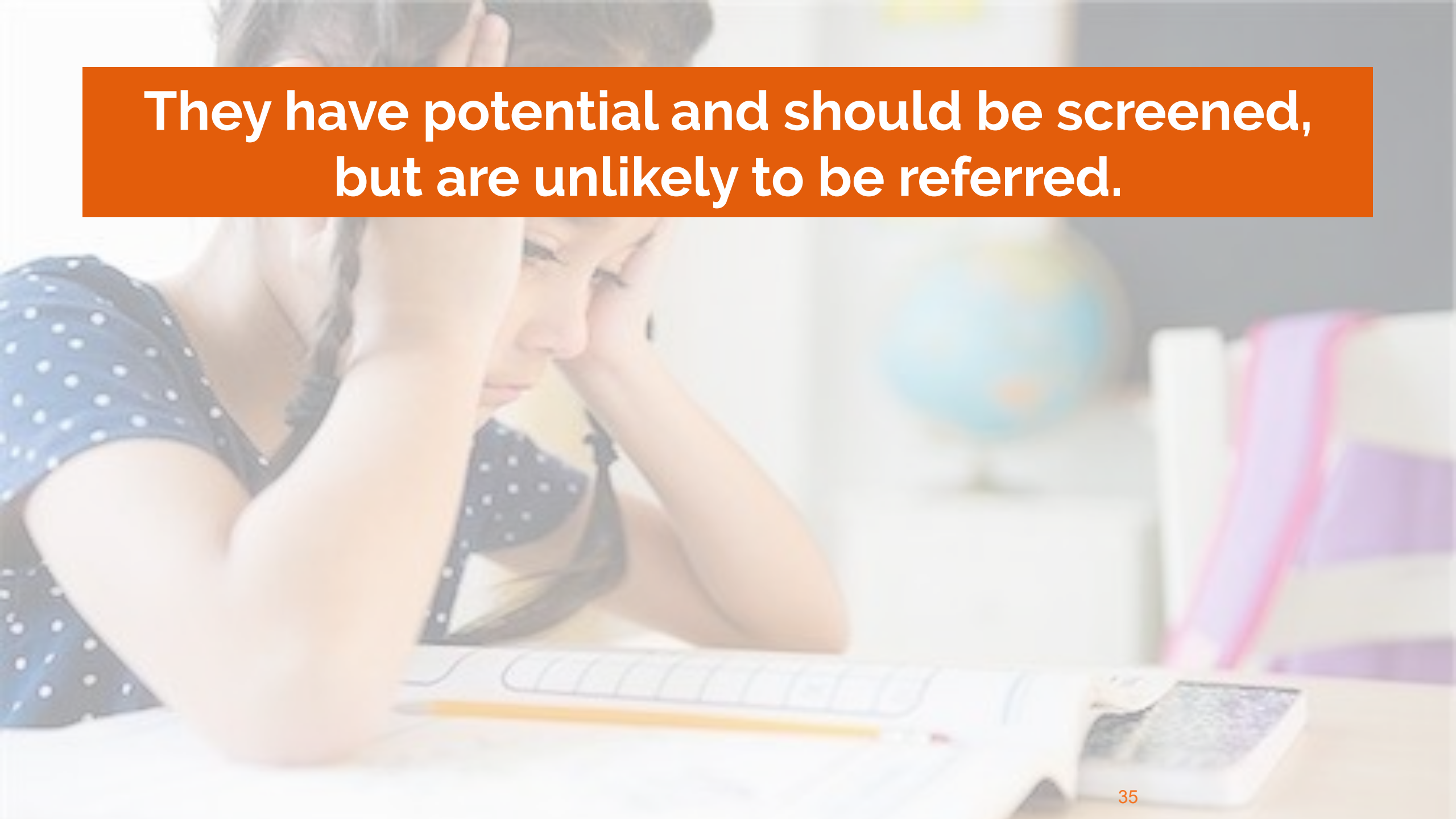


A young girl with dark hair, wearing a white school uniform with a blue collar, is sitting and reading a book. Her hands are visible holding the pages of the book. The background is a soft, out-of-focus indoor setting.

**In effect, educational professionals are gatekeepers.**

**DeMarkus and Sofia are but two examples of millions.**

**They have potential and should be screened,  
but are unlikely to be referred.**



A background image showing a student with dark hair, wearing a blue polka-dot shirt, resting their head on their hand while sitting at a desk. On the desk, there is a yellow pencil, a spiral notebook, and a calculator. The image is slightly blurred, emphasizing the text overlays.

**They have potential and should be screened,  
but are unlikely to be referred.**

**Evaluation of gifted students must include  
cultural considerations.**

# Rate This Session

Use your Whova app to  
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It should take you no more than  
1-2 minutes!

Thank you!





# Sources

Ford, Donna, Brian Wright, Tarek Grantham, & James Moore III. “Infusing Culture and Equity in Gifted Education for Students of Color.” *From Giftedness to Gifted Education*. © 2017.

Ford, D.Y. *Recruiting and Retaining Culturally Different Students in Gifted Education*. © 2013.



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